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ABSTRACT

The details of planning and executing field trips for the mentally handicapped in Grand Forks, North Dakota, are described. The teachers' preparation of the children, the necessary contacts with businesses, the procedures used on the trip itself, the duties of aides, and the followup activities are discussed. A list of places visited with numbers of teachers and pupils involved, time required, and evaluatory remarks are included accompanied by a list of proposed trips. (JM)

FIELD TRIP REPORT

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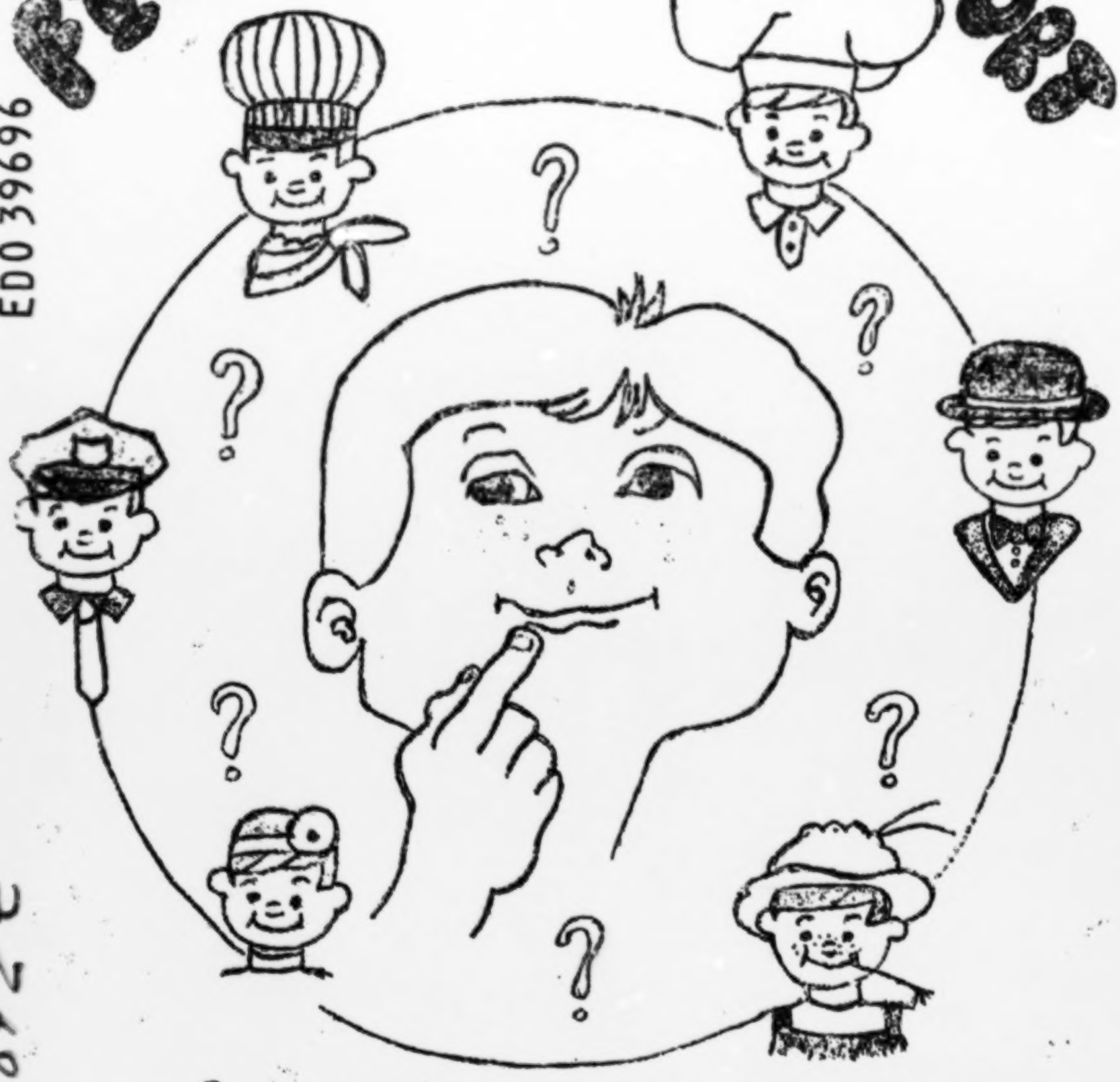

Grand Forks, North Dakota

1968-1969

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FIELD TRIPS REPORT

Grand Forks, North Dakota

1968-1969

Prepared for

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

This booklet describes activities which can increase the knowledge and experiences of children in the special education classes of our public schools. The Field Trip program presented herein was carried out in Grand Forks Public Schools #1 under the Handicapped Component of ESEA Title III grant, The Teacher and His Staff.

The purpose of the program was twofold: to increase the children's knowledge and understanding of their community and its facilities through well-planned field trips; and to increase our community leaders' knowledge and understanding of exceptional children through personal contact with them.

The program proved to be a valuable experience for the children, due to the resourcefulness of the special classroom teachers in their preparation and follow-up.

Also important was the effectiveness of the aides in planning and interpreting the program to the business and professional hosts involved. We gratefully acknowledge the efforts of all who contributed to the success of the project, and present this booklet in the hope that others may find it helpful in expanding the educational experiences of exceptional children.

Esther L. Knutson
Director of Special Education
Grand Forks Public Schools #1

GENERAL OVERVIEW OF THE PROGRAM

An educational study trip is not an isolated activity but a coordinated learning experience involving many areas of curriculum.

There are many criteria which should be considered in planning an educational study trip, some questions the teacher should ask are:

I. What is the purpose of the trip?

   A. What do we expect to learn?

   B. What previous learnings will be reinforced, enhanced or enriched by this trip?

II. What preparation is made?

   A. Have the facilities been previewed?

      1. Suitability for students' ages, interests, and intellectual abilities.

      2. Safety, physical capacity and/or limitations.

      3. Things to be seen so that teachers may answer students' questions.

   B. Have parents been notified?

      1. Destination, time, purpose.

      2. Asked to help chaperone when needed.

III. What techniques and activities are employed?

   A. Did trip grow out of class study?

   B. Were all materials used, textbooks, dittoes, transparencies, and resource people

I . What follow-up material and activities are planned?

As an example of follow-up, these activities were used:

Trip - three churches - Temple B'nai Israel, First Presbyterian, and St. Michael's - Students: Level II Intermediate ages 12-14.

The social studies text has a section on the Middle East with a chapter called "Jerusalem, Home of the Faiths." After the chapter we saw filmstrips, slides and religious materials such as the Koran, prayer rug, ect. Children made the following: mural, one committee; diorama including dressed figures one committee; large paper mache camel and a wooden life-size

school library were used (including stories of the area which were read to students).

We felt that by actually visiting various places of worship, the students might gain more insight into the continuity of history and the ways in which different groups are really more alike than different.

Preparation:

1. Mrs. Griffin, teacher aide, visited each place in advance and checked procedures, suitability, etc. Bus transportation was arranged.

2. Pupils wrote letters during language arts class for parental permission.

Lead-up activities previously decribed, in addition, holidays were discussed and charts concerning symbols, holidays, teachings.

Religion	Judaism	Islam	Christianity
Founder	Moses	Mohammed	Jesus
Place of Worship	Temple	Mosque	Church
Leader	Rabbi	Mulla	Priest, Pastor Minister
Holy Book	Tora, Book of Moses	Koran	Bible
Symbols			
Holidays			

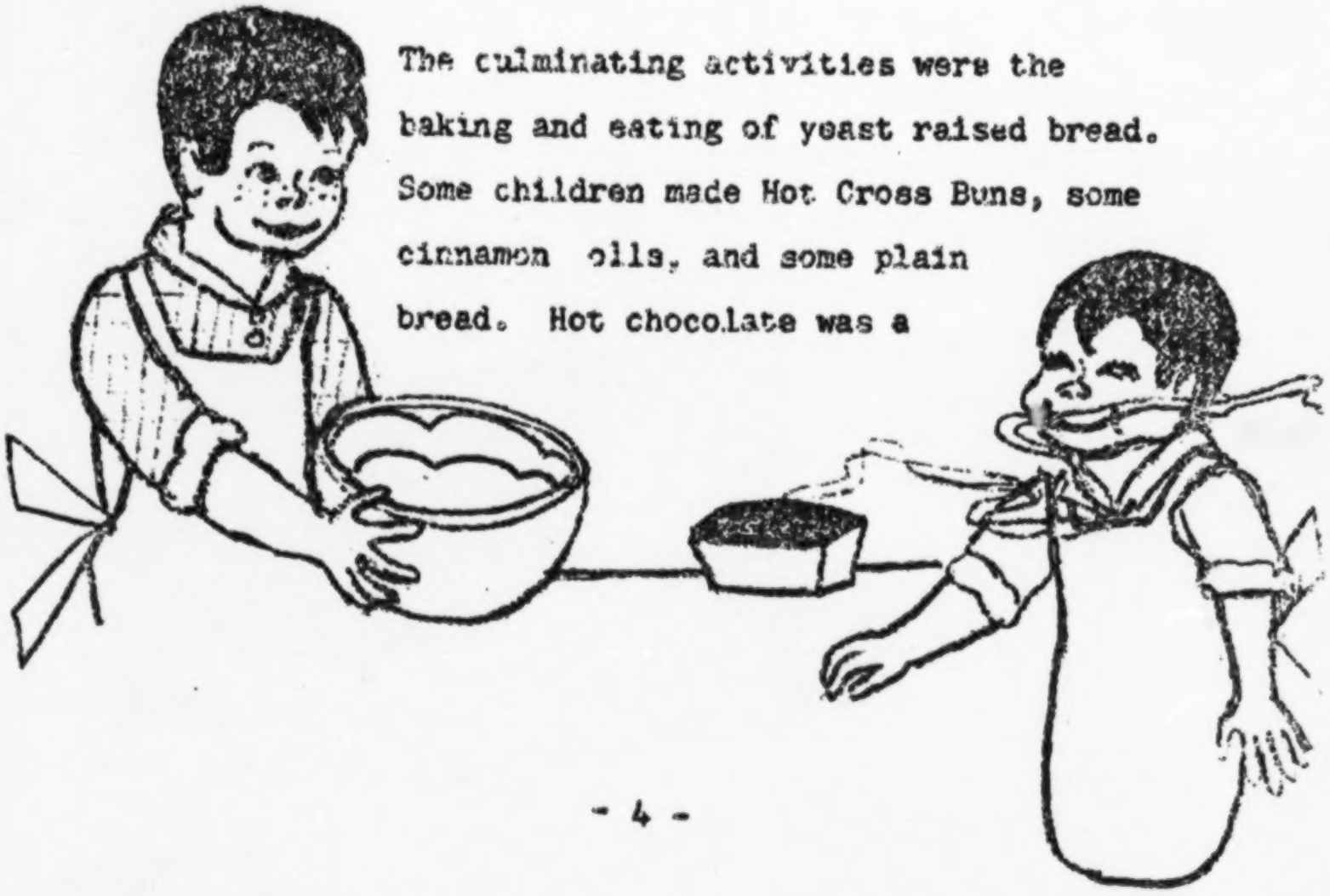
Follow-up

1. Discussion included what was learned? What questions do you still have? Are there any new questions?

2. A group chart story was dictated and written.

3. Individual stories were written or dictated and illustrated for a class book which contained stories from many activities and trips.

4. At the temple the children were allowed to sample unleavened bread prepared for Passover. For science we discussed what leavening does and how it works. For math-problems we used maps asking such questions as: How far is it to Israel? How long would it take to travel using various modes of transportation? Time if it's 8 o'clock here, what time is it there? etc.



The culminating activities were the baking and eating of yeast raised bread. Some children made Hot Cross Buns, some cinnamon rolls, and some plain bread. Hot chocolate was a

perfect complement for the delicious bread.

We learned and sang baking songs to go along with the activity. In science we have been studying the five senses, so a discussion on how and why the smell of the bread made people hungry was included as well as a discussion of the part starches play in good health. The next week we tested various substances with iodine to determine if they were carbohydrates or not.

A short review of grain growth, threshing and grinding was included since the class attended a steam threshing bee in Oslo, Minnesota. Then they baked bread since they had visited Eddy's Bakery earlier.

PROCEDURE USED FOR FIELD TRIPS

General Preparations:

A field trip schedule was set up for the children in special education through the teacher aide program. The first two weeks the aide observed each of the classes for which she would be arranging field trips. This was to acquaint the aide with the children and to give her an idea of what kinds of field trips each class would be most interested in. The aide also talked with each teacher to get some idea of what their desires would be, in a general way, for the year.

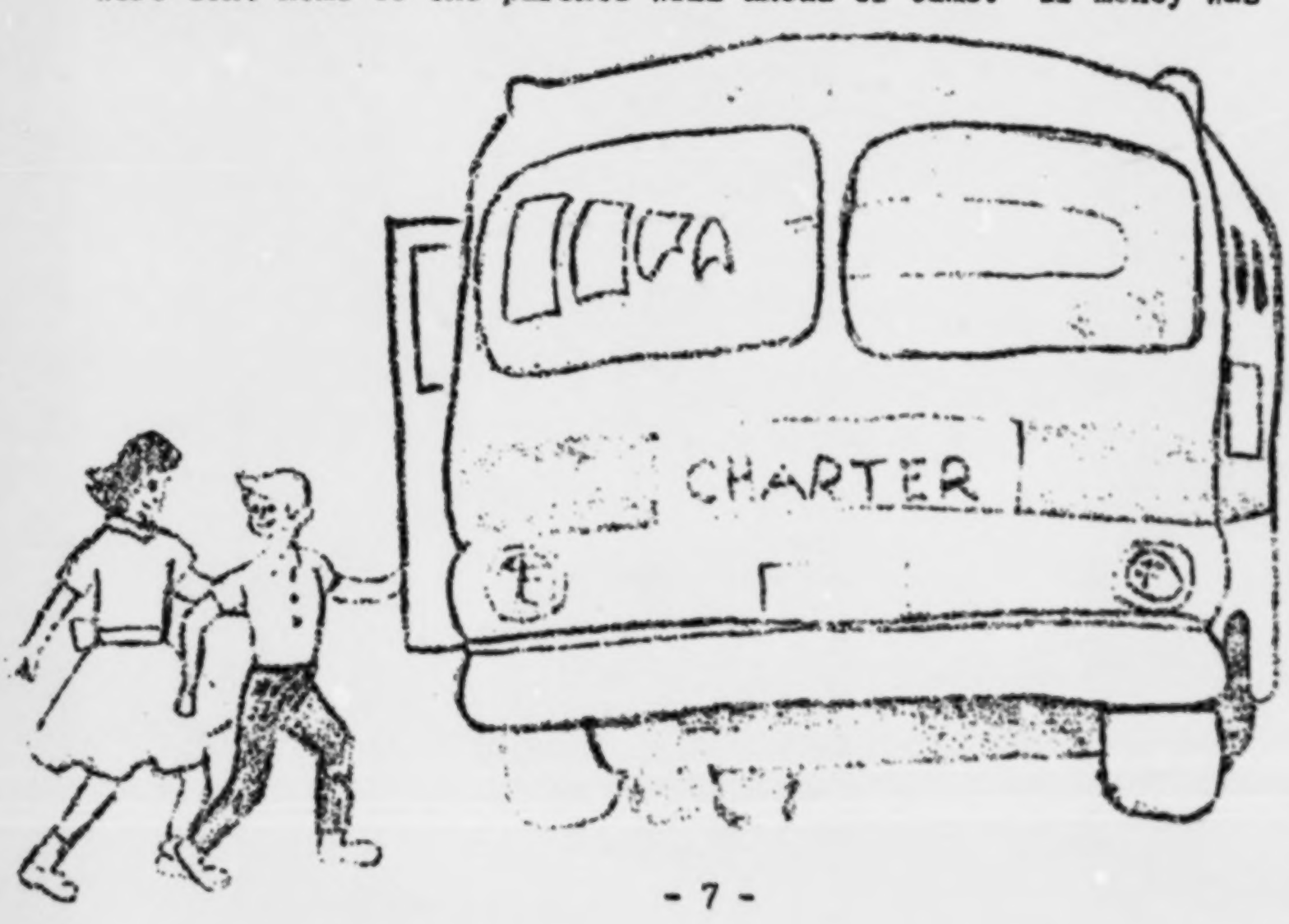
The operation of the field trip was really quite simple. The teacher contacted the aide to let her know where or what type of place they wanted to visit. The aide would then visit a particular place or several places of the same type to determine which establishment would be most suited and receptive to the needs of the children. The aide then set a date and specific time for the visit. Whenever possible the aide would talk to the person who would be conducting the tour to explain the capabilities and understanding of the children. This way, there were no long complicated explanations that the children would not understand - this way most boredom was prevented.

On the day of the field trip the aide would call the bus company to confirm the time for the bus which had been requested a week earlier. The aide then went to the classroom to take the bus with the class. Upon arrival at the place to be visited, the

aide would go ahead while the teachers and children waited in the bus. This way the person who was to guide the tour would be on hand and there would be no delay once the children were inside.

Classroom Preparation:

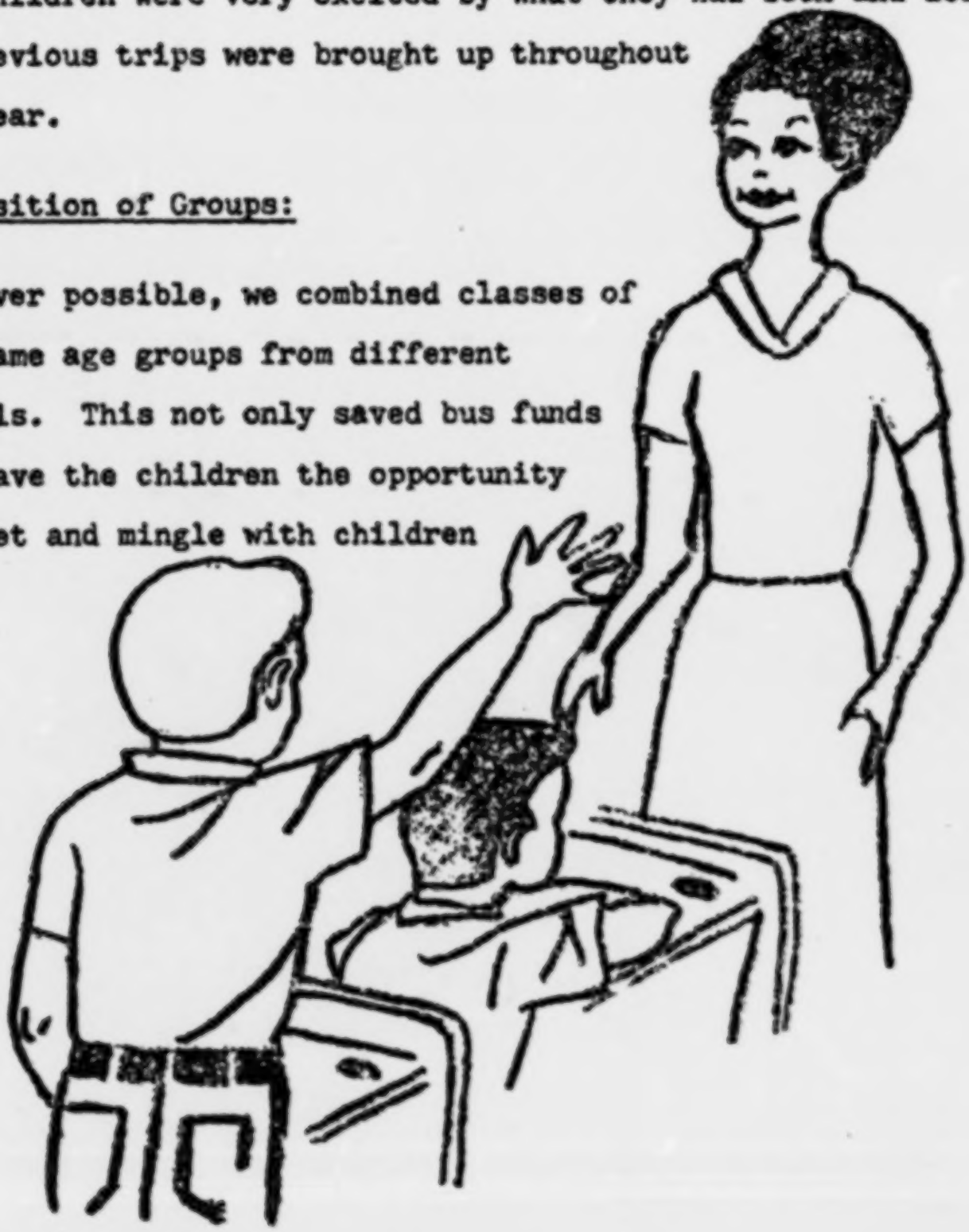
Each teacher coordinated the field trips into their classroom studies, therefore, the field trip was always part of an educational experience, rather than just a trip. The teachers would discuss what the children would learn and bring in previous experience and knowledge. Most field trips could be incorporated into all areas of learning. Text books, dittoes, transparencies, resource people, and the library were all utilized. Permission slips were sent home to the parents wall ahead of time. If money was



needed by the students this was also requested well ahead of time to be sure all the students had it in time. It's a big advantage if a field trip is scheduled a week or two in advance, as this gives the teacher more time to develop a definite study related to the trip. Follow-up material was also used in the classroom. The children were very excited by what they had seen and learned as previous trips were brought up throughout the year.

Composition of Groups:

Whenever possible, we combined classes of the same age groups from different schools. This not only saved bus funds but gave the children the opportunity to meet and mingle with children



other than their own classmates which was valuable experience for them. Sometimes this was not possible due to conflicting schedules or the limited space of a particular firm. If the place visited was not too far and the weather permitted we walked on our tour. This particularly was good for children in special education as often they do not get enough exercise.

Qualifications, Duties, and Responsibilities of the Aide:

The qualifications of an aide working on a field trip program should be a working knowledge of the town, the ability to meet and talk with people, and a bit of an aggressive personality. This is no job for a shy, retiring person!

The aide is responsible for lining up transportation, setting a date and time suitable to both the teacher and business, visiting the place to ascertain just what the students will see, and accompanying the class on the trip and helping supervise the students. She also notifies the proper school officials about the field trips.

Evaluation:

We feel the field trip program has been a valuable learning experience for

the children, the teachers, and the community. The children learned more about their town and also had the opportunity to meet many genuinely interested and outstanding citizens. It gave both the students and teachers a valuable insight into the "workings" of many enterprises and different types of jobs which they someday might fill. One of the most rewarding things about the whole program was the cordial reception given to the children by all the places we visited. It was amazing how many people in the community did not know about special education. In this way, many people in the community became aware of the special needs of our special people.

Some suggestions for future field trip programs might include a planned two or three year curriculum so all children would have as varied and rich a program as possible. These would also include a standard permission slip to be used by all teachers, a preview of any questionable field trip (such as an art exhibit or play), publicity for cooperating businesses, and a thank you more (this would be more meaningful coming from the students) to each place visited.

We feel the field trip program has filled a definite need for the children in special education. It has given them a sense of community, and as has been said, "one picture is worth a thousand words!"

LIST OF PLACES VISITED by special education students in Grand Forks during the year 1968-69. This will include number of children involved, number of teachers involved, a short statement about each trip concerning learning experience and objectives of each.

1. <u>Cookout in Lincoln Park</u>

Teachers: two

Number of Children: sixteen

Amount of Time: three hours

REMARKS: We cooked potatoes, carrots, corn-on-the-cob, and weiners in a biscuit. Each child had a specific job assigned. This cookout gave lessons in responsibility, safety, and patience (it took a long time for their food to cook). The children enjoyed this immensely and this could easily become a yearly event.

2. Old-Fashioned Steam Threshing Bee:

Teachers: three

Number of Children: Twenty-six

Amount of time: Five hours

REMARKS: We bussed to the Alf Elden farm at Oslo, Minnesota. Each child brought his own sack lunch. We watched old-fashioned threshers and tractors being operated. An old saw mill and museum full of items, used long ago, of every description was most interesting. The children all got a tractor ride but the highlite of the day was the "tooting of the whistles". This trip contributed to the children's sense of past history and made us all appreciate our modern conveniences.

3. Hugo's Piggly Wiggly:

Teachers: two Number of children: sixteen

Amount of time: one hour

REMARKS: We toured all parts of the store - produce, meat, bakery. The children learned where various foods came from, how they arrive, where they are stored and why and how some fresh foods are packaged.

4. Old Dutch Potato Chip Plant:

Teachers: three

Number of children: twenty-six

Amount of time: one hour

REMARKS: We saw raw potatoes, the chipping process, and most interesting of all, the packaging process. The children had the chance to see all types of jobs - some they might be able to handle in the future.

5. Film and Discussion on Smoking:

Teachers: one

Number of children: eight

Amount of time: one and a half hours

REMARKS: We contacted the Public Health Nurse and she in turn provided four student nurses to come to the school. The regular sixth grade was also included and each nurse answered questions for a small group. The young nurses made quite an impression on the students and answered many pointed questions.

6. Old-Fashioned Buggy Ride:

Teachers: two

Number of children: seventeen

Amount of time: two hours

REMARKS: We took a bus to Paulson's Pony Ranch near Arvilla Park where the children had a horse and buggy ride. It was a great experience for them - they loved it!

7. Public Library - Children's Department:

Teachers: one

Number of children: eight

Amount of time: two hours

REMARKS: A week before the children went, application cards were secured for them. They were shown how to use the library and where the books they would enjoy were located. Each child got to check-out two books and hopefully this trip encouraged them to use the library.

8. University Student Center:

Teachers: one

Number of children: eight

Amount of time: one hour

REMARKS: The older intermediate students went to see the 1/3-scale models of the Apollo rocket and also the lunar model. The models were accompanied by a series of very good pictures with description. The children sketched pictures and learned many interesting things about the United States' space program.

9. Grand Forks International Airport:

Teachers: three

Number of children: twenty-six

Amount of time: two hours

REMARKS: We toured the FAA building, a hanger for private planes, the terminal building, but best of all was the tour of the Northwestern Airlines jet which was on the ground for 45 minutes. We also watched several planes land and take-off.

10. Voting Machines:

Teachers: one

Number of children: eight

Amount of time: one hour

REMARKS: Mr. Tingum of the city auditor's office showed the high school students how to vote on the machines and then allowed them to vote. After they voted, he took them back of the machines to

show them how it worked. A most fascinating trip as most of these students will be old enough to vote in the next presidential election.

11. Northwestern Bell Telephone:

Teachers: one

Number of children: eight

Amount of time: one hour

REMARKS: We were shown through all parts of the phone company and the children had many questions. This tour would not be good for a very young group, but the older children enjoyed it very much.

12. Grand Forks Herald:

Teachers: one

Number of children: ten

Amount of time: one hour

REMARKS: This tour gave the children a good idea of how much work goes into publishing a newspaper. This tour has to be limited to a rather small group as space is limited.

13. Buggy Ride:

Teachers: one

Number of children: five

Amount of time: two hours

REMARKS: The children from the rehabilitation center loved every minute of their buggy rides donated by Paulson's Pony Ranch.

14. Bridgeman Creameries:

Teachers: two

Number of children: sixteen

Amount of time: one hour

REMARKS: The children thought this was great. They saw ice cream being "cooked" and packaged. They also saw the very interesting process of packaging milk. We saw fudge bars being made and packaged - everybody received a fudge bar.

15. Presbyterian, Episcopal, St. Mary's, Faith Evangelical, and B'nai Israel:

Teachers: one

Number of children: eight

Amount of time: two and a half hours

REMARKS: We went on a walking tour of these different houses of worship. The teacher wanted the children to be aware of the differences of religion and yet the many ways they are so similar; also they can be looked to in time of need. At each church, the children met the cleric who explained briefly about their church. At one church the organist played the organ and showed them how it worked.

16. North-end Fire Hall:

Teachers: one

Number of children: five

Amount of time: one hour

REMARKS: The children from the rehabilitation center were thrilled with everything they saw at the fire hall, never having seen any of it at all before. They nearly wore-out one fireman, he slid down the fire pole so many times for them!

17. First National Bank:

Teachers: three

Number of children: twenty-six

Amount of time: one hour

REMARKS: The children found the bank very interesting - the ride on the escalator, the machines, computers, and various booklets on banking they received. The people at the bank were most cordial and gave very simple explanations for all phases of banking.

18. Eddy's Bakery:

Teachers: three

Number of children: twenty-six

Amount of time: one hour

REMARKS: We visited the bakery early in the morning as that is their busiest time of day. The children saw large ovens, dough mixing machines, bread slicing equipment and bread packaging equipment. We came away really appreciating a loaf of bread!

19. American Cleaners:

Teachers: one

Number of children: eight

Amount of time: forty-five minutes

REMARKS: The high school students were shown what happens to a garment from the time it comes to the cleaners until it leaves again. There are jobs that possibly some of these students could handle. The manger was wonderful about explaining all the processes. It was very worthwhile.

20. Public Library:

Teachers: three

Number of children: eight

Amount of time: one hour

REMARKS: Librarian Dennis Page was most receptive to showing the high school class around the adult library and explaining its use.

21. Golden Hour Restaurant:

Teachers: one

Number of children: eight

Amount of time: one hour

REMARKS: The high school students were given a tour of the restaurant to enable them to see the various types of jobs. After the tour, each student ordered and paid for his own lunch. This is great experience for those who have never done it before.

22. Great Northern Train Depot:

Teachers: one

Number of children: eight

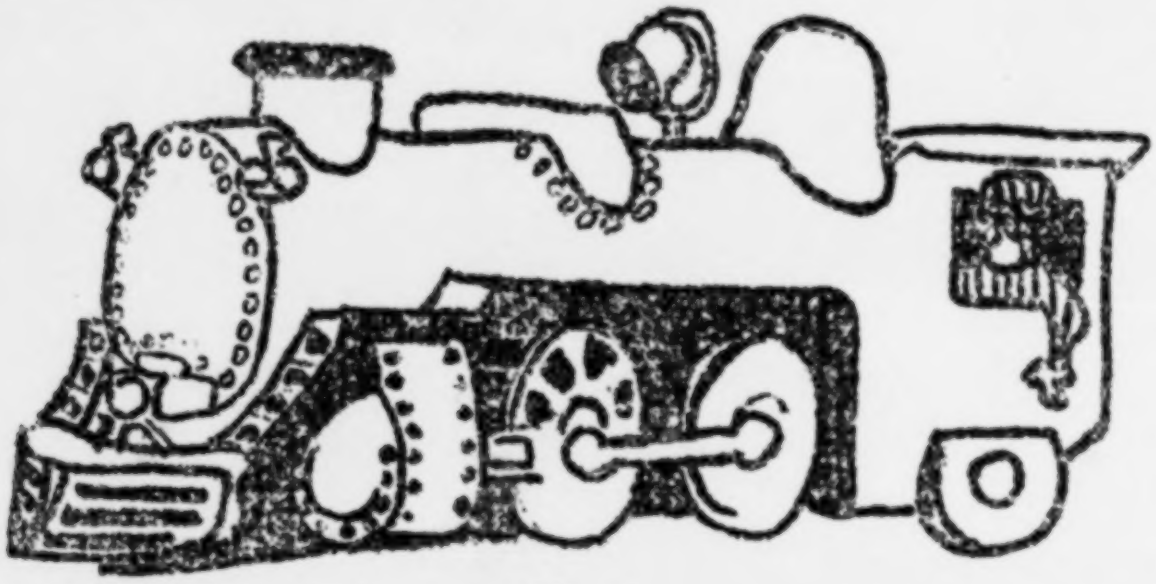
Amount of time: one and a half hours

REMARKS: We felt after visiting the depot, that each of the high school students could buy their own ticket, take care of their luggage, and board the train. Also, we did get to board a train - only two of the eight students had ever been on a train before!

23. United Day Care Nursery:

Teachers: one

Number of children: eight



Amount of time: one hour

REMARKS: The high school class toured the day nursery with the idea of this type of employment in the future. All the girls said they would love to work there and they do employ the handicapped - one more opportunity explored!

24. North Dakota State School for the Blind:

Teachers: two

Number of children: eighteen

Amount of time: one and a half hours

REMARKS: The students were very impressed by their tour of the blind school. Not only did they see blind students at work in the classroom, several of the students played musical instruments for them. Perhaps the biggest benefit of this particular tour was the fact that the students at the blind school are happy in spite of their handicap - a good lesson for all of us!

25. Municipal Police Court and City Jail:

Teachers: two

Number of children: eighteen

Amount of time: two hours

REMARKS: Listening in on a traffic court session was most meaningful to these students who may be driving soon. They were impressed by the judge, who talked to them after court, and also by their tour of the city jail. All were sold on it being an interesting place to tour, but they would not want to stay there!

GRAND FORKS POLICE
DEPARTMENT

26. Central Food Service:

Teachers: one

Number of children: ten

Amount of time: 45 minutes

REMARKS: The children had the opportunity to see how and where the hot lunches are prepared for public schools in Grand Forks. They found this a most interesting process.

27. Presbyterian, St. Michael's and B'nai Israel:

Teachers: two

Number of children: eighteen

Amount of time: two hours

REMARKS: Objectives of this trip were the same as those mentioned in the previous church trip.

28. Biology - Geology Departments at the University of North Dakota:

Teachers: two

Number of children: nineteen

Amount of time: two hours

REMARKS: The primary children were most fascinated by the "dinosaur" prints and fossils at the geology department. The biology department was equally interesting because of the variety of stuffed animals.

29. KNOX Radio:

Teachers: three

Number of children: twenty-eight

Amount of time: one hour

REMARKS: The students saw the general offices, transmitting equipment, and the broadcasting studio. It was explained where the sound went, when the announcers were talking, and how it would come to their radio. The children also felt lucky to have met several local radio personalities.

30. Harold Schroeder Poultry Farm - Harry Johnson Farm:

Teachers: three

Number of children: twenty-nine

Amount of time: two and a half hours

REMARKS: We saw poultry in every stage from the egg to the full grown fowl. Incubating machines that turn the eggs at regular intervals were only part of this interesting business. At the Johnson farm there were all kinds of animals, but best of all was the new baby colt! Both the Schroeders and Johnsons were most cordial hosts.

31. Mexican Village Restaurant:

Teachers: two

Number of children: eighteen

Amount of time: two hours

REMARKS: About three weeks before our trip to the Mexican Village, we borrowed a menu so the children could become familiar with the foods they serve and how much money they would need. They also studied about Mexico during this time. All the children had decided what to order and had written out their menu before hand. This would prevent any confusion upon arrival at the restaurant. The people at the Mexican Village were most patient and the children were

HAROLD SCHROEDER'S POULTRY
FARM

delighted at eating in such a festive room. Each child paid his own check as we felt this was a part of his learning experience.

32. Hiway Host Restaurant:

Teachers: three

Number of children: thirty

Amount of time: one and a half hours

REMARKS: A menu was borrowed so the children with their parents could decide what to order. This works out particularly well with the younger children. The people at the restaurant were most congenial and made our visit a pleasant one. We did go either before or after their rush hours, as we felt this was only fair to them.

33. State Mill and Elevator:

Teachers: one

Number of children: ten

Amount of time: one hour

REMARKS: The state mill would be a good place to visit if a group of students was studying North Dakota or the farming industry. Students cannot go completely through the mill due to dangerous machinery on the higher floors. This would not be a very good trip for very young children. They were able to see a railroad car being dumped and some interesting grain sorting machines.

34. <u>Miller's Super Fair</u>:

Teachers: one

Number of children: ten

Amount of time: 45 minutes

REMARKS: The primary children got the grand tour - produce, meat, stock rooms, and bakery. The lady in the bakery decorated a cake while the children watched. She then presented it to the class as a treat. Miller's employees were most friendly!

It was a pleasure to contact these business people. All were friendly and receptive to the idea of these children visiting their businesses. This shows that Grand Forks is indeed a friendly town!

PLACES TO VISIT IN THE FUTURE

35. Grand Forks Post Office: Will be glad to have tours anytime except during the Christmas rush. The children will follow a letter through the post office.

36. Southeastern Public Service Center: Students will go through in groups of ten. Each tour will take about ten minutes. The children will see the process of freezing potatoes.

37. County Courthouse: County superintendent of schools will be happy to take us through the building. Not all the offices are cooperative but students can see functions of county officials.

38. Rydell Chevrolet Company: The students can see new cars, area for repairing cars, and the rest of the operations.

39 WDAZ-TV: The children would be able to see camera equipment, studio, small control room. It's very small but they do plan to move to larger quarters.

40. Garth's Hairstyling College: This would enable the students to see the type of work in which all seem to take an interest.

41. Scott's Music Store: The tape recording and component equipment will be demonstrated. This tour would be best for the older children. They were very cordial.

42. Computer Center--UND: They would be happy to demonstrate how different computer units work. This tour would be definitely for older students.

43. UND Medical Center: This tour would possibly be a walk through the hallways to see the display cases.

44. Grossman Dry Cleaning and Laundry: The people at Grossman's feel it might be dangerous to bring students through the plant because of all the steam equipment.

45. Olson Feed and Seed: The first two weeks of May would be the best time for the children to see the bedding plants.

46. Deaconess Hospital: They would be very happy to have the students see a film and a demonstration.

47. Grand Forks Park Board - Lincoln Park: This tour would be

a visit to the golf pro shop, the art classes, the craft room, the archery range, the dog training area, the offices, and the shop area with an explanation from the city forrester of special equipment.

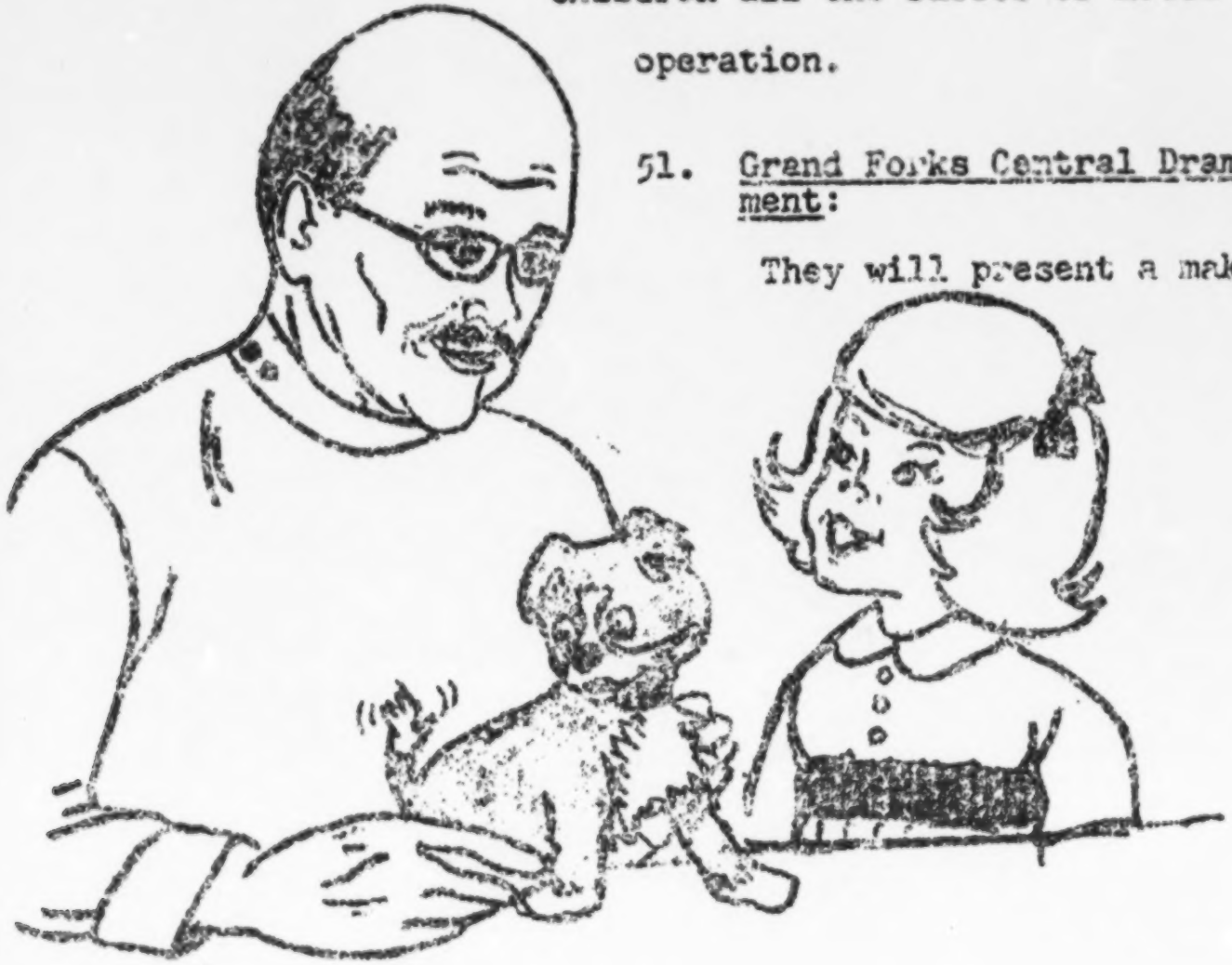
48. Harrington Animal Hospital: It is best to schedule a tour of animal care facilities a week in advance. The spring is not a good time of the year.

49. Piper, Jaffray and Hopwood - Stock and Bond Brokers: They were very cordial, but did not feel this very complicated procedure would hold students' interest for long.

50. Holiday Inn Motel: They were very cordial and will show the children all the facets of motel operation.

51. Grand Forks Central Drama Department:

They will present a make-up



demonstration and/or a one act play when schedule permits.

52. Great Northern Round House: They are very willing to have children. For this tour, plenty of time must be allowed. All of the parents must sign the release slips.

53. Red River Cement Products: They were very friendly, but feel the process would not hold much interest for the pre-high school children.

54. City Water Plant: This proves to be a very interesting operation. It is advisable to have small groups for this tour....there is much water.

55. Sons of Norway: These people will come to the school in Norwegian costumes.

56. Chester Fritz Library - University of North Dakota: This library has many interesting things within its walls. It contains art works, Chester Fritz Oriental Room, North Dakota Room, and the Maxwell Anderson Room.

57. Eielson Parka: The parka of Carl Ben Eielson, famed pioneer aviator, is located in a display case on the first floor of Merrifield Hall at the University of North Dakota.

58. KFJM Radio and Television Studio: It is one of the oldest educational broadcasting stations in the United States--both radio and closed circuit television system.

59. Grand Forks Art Gallery: The art can be viewed anytime the gallery is open, but they would suggest a preview of what

is on display.

60. <u>University of North Dakota Fieldhouse</u>: The children would be able to see the facilities such a place has to offer, for example: swimming pool, gymnasiums, trophy display cases, and classrooms.

Only the end ...

... of the beginning!